

Centre name:	Centre number:
Candidate name: Barry	Candidate number:

Strand	(a)	(b)	(c)	(d)	(e)	(f)	Total
Guidance	LG	G	G	LG	G	LG	
Centre							
Moderator	2	4	3	5	4	3	21

Strand (d) The project outcomes - a set of graphic products

THE LOGO - a first look	
Is the logo suitable for all ages?	Possibly.
Does it reflect the aim or purpose of the Get Set! campaign?	Yes, although it is particularly appropriate for the Wheelie Race rather than the Get Set campaign as a whole.

THE MEDAL	
Requirements specified in the brief	
Is it a disc with diameter 70mm?	Not in the pdf document, but the design works at the correct size.
Does it have the Get Set! logo on the front?	Yes.
Does it have the date on the back?	Yes, it has a suitable date.
Does it have a graphic of Olympic/Paralympic sport? How suitable is it?	Yes, and it is suitable.
Expectations	
Is the logo clear and well-placed?	Yes, it is well placed.
Is the date in a suitable font and size?	Yes.
Can you visualise what the medal would look like? Is there a representation? Do the images look embossed?	It is possible to visualise the simple design, although it does look more like a badge than a medal. The images are effective and the gold edges give some sense of depth.

THE MEDAL	
Would a young person be pleased to win it and happy to wear it?	Yes, we think they would.
To what extent are the underlying processes of design, development, testing and preparation of elements reflected in this product?	The logo has obviously been through a design process and elements are well placed. Some good testing can be inferred, although there is no indication of any development of the high jump graphic.

THE T-SHIRT	
Requirements specified in the brief	
Is there a design for a T-shirt?	Yes.
Does it have the Get Set! logo and name on it?	Yes.
Does it have a graphic representing the Wheelie Race on it? How suitable is it?	Yes, a suitable image has been used to good effect.
Expectations	
How easy is it to visualise what the T-shirt would look like?	The outlines of front and back make it possible to visualise the product although there is no representation of it. The same template is used for the back and the front.
Do you think the T-shirt will appeal to people taking part in the Wheelie Race? Both males and females?	Yes, it should appeal to different ages and both genders.
How well does it advertise the Get Set! campaign?	It does a good job by drawing attention to the race and featuring the campaign name and logo.
Is there a visual link to the gift bag? How effective is it?	Yes, the logo provides a strong link.
To what extent are the underlying processes of design, development, testing and preparation of elements reflected in this product?	Some thought has clearly gone into ensuring that this product works and that it is part of the set. Some testing can be inferred as the product would work.

THE DRAWSTRING BAG	
Requirements specified in the brief	
Does it have the Get Set! logo and name on it?	Yes.
Does the 2D drawing have a graphic representing the Wheelie Race?	Only the logo.
Does the 2D drawing show the scale and dimensions?	It isn't a 2D drawing, but the overall dimensions are shown.
Is the 2D drawing scaled correctly?	No.
Is it clear where the bag will be folded and glued/stitched?	The areas to be stitched are shown, but the purpose of the blue fold line is unclear.
Does the 2D drawing show where the string will be inserted?	Yes.
Will the 2D drawing make up into a drawstring bag?	No.
Is there an image to show what the drawstring bag would look like? How effective is it? Is it an accurate representation?	There is a clear 3D drawing of a bag, but it does not match the annotated drawing.
Expectations	
Has the 3D image got all the elements shown on the 2D image and in the same places?	It doesn't show a picture as indicated on the first (2D) drawing.
Do you think the bag will appeal to people taking part in the Wheelie Race? Both males and females?	The 3D version might appeal.
Is there a visual link to the T-shirt? How effective is it?	Only the logo.
To what extent are the underlying processes of design, development and preparation of elements reflected in this product?	The 3D drawing indicates some attempt at a design, but there is clearly a misunderstanding of the requirements. Only the logo is used. Difficult to infer much testing as the drawing does not meet the requirements of the brief.

SCROLLING PRESENTATION	
Requirements specified in the brief	
Does the presentation have five slides?	Yes.
Does the same banner appear on slides 2, 3 and 4? (Doesn't matter whether it is on slide 1 or not)	Yes.
Does the banner include the Get Set! logo and name?	Yes.
Is the banner the full width of the slide?	Yes.
Is the banner free of other text and graphics?	Yes.
Are the images derived from photographs taken by the student?	Yes.
Is each image suitable?	Yes, they are relevant.
Does slide 5 consist of a collage of the images on the other slides	Yes, it does.
Does it change from one slide to the next every 8 seconds and automatically loop back to the start?	Yes, it does.
Expectations	
Does it work as a scrolling presentation?	Yes, it works well.
Does the banner have a sensible height?	Yes.
How effectively have colours/fonts/patterns/texture been used?	Fonts and colours have been used well to make the presentation attractive.
Are the images linked to the Wheelie Race?	Yes, they are clearly linked.
Are the images fit for purpose and audience?	Yes.
How successfully have elements been combined to create the presentation?	They have been combined successfully to create good slides.
How successfully does the presentation advertise/promote the Wheelie Race?	It does a good job.

SCROLLING PRESENTATION	
To what extent are the underlying processes of design, development and preparation of elements reflected in this product?	Some thought has gone into the sequence, the consistency and the choice of elements. Good testing can be inferred as it is accurate, consistent and works.

And finally	
How well does the logo work? In 3 colours? In different sizes?	It works fine.
To what extent do the products work as a set to promote the Get Set! campaign?	Apart from the logo and campaign name, there is not much to suggest that the products are a set.
Has the student given an indication of what each product would look like?	To some extent.
Has the student commented on their design decisions?	There are some comments.
Has the student taken the intended purpose/context of each product into account and gained permission where necessary to use elements?	It would appear so, most are from primary sources. For others the student has used sources provided. The elements table is incomplete.
How much guidance did the student need for this strand?	Limited guidance.
What degree of SoAP do they demonstrate (limited, some, reasonable, good)?	Some.

<p>Barry has demonstrated some awareness of audience and purpose by developing a complete set of products which meets most of the specified requirements and uses some appropriate combinations of elements. He has commented on some aspects of his designs and given some indication of what each product would look like. He needed limited guidance.</p> <p>He achieves 5 marks for this strand.</p>
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Strand (b) Use vector tools	
How well have vector tools been used to create the logo? Lines/shading/patterns/text, etc?	The tools have been used well. It combines shapes, colours and text to create an eye-catching logo.
How well have vector tools been used to show features of the 2D drawing of the gift bag including folds, areas to be glued/stitched and where the string will be inserted? Lines/shading/patterns/text, etc?	Some reasonable use of line tools although the outcomes do not match requirements.
What other evidence of use of vector tools is there? How effective is it?	3D drawing of the bag and parts of the medal.
How effective do you think testing was?	Some testing can be inferred, in terms of use of the tools.
How much guidance did the student need for this strand?	Significant guidance.
What degree of awareness of intended purpose is demonstrated (limited, some, reasonable)?	Some.

Barry needed guidance, but used vector tools to develop some elements that demonstrate some awareness of audience and purpose.
He achieves 4 marks for this strand.

Strand (c) Use bitmap tools	
Have bitmap tools been used to develop images from original photographs for the presentation?	There are bitmap images, but there is no evidence of editing.
How well have bitmap tools been used to create the images?	Impossible to say.
What other evidence is there of the use of bitmap tools? Is it appropriate?	There is an image of Barry on the home page which has been created by manipulating a photograph.
Where a student has combined bitmap and vector graphics, is it effective?	The medal is a reasonably effective combination.
Do you think testing was effective? Has the student taken feedback into account?	There is little evidence of testing, apart from the home page graphic.
How much guidance did the student need for this strand?	Significant guidance.
What degree of awareness of intended purpose is demonstrated (limited, some, reasonable)?	Some.

Barry needed guidance, but used bitmap tools to produce some elements that demonstrate some awareness of audience and purpose.
 He achieves 3 marks for this strand.

Strand (a) Plan and manage the project	
Initial plan	
Have all the main tasks been identified? Do main tasks relate to project outcomes?	Yes.
Have main tasks been broken down into sub-tasks?	No.
Are tasks/sub-tasks in a logical order?	What there is, yes.
Are timings given and are they sensible?	Very little time overall, so timings for main tasks are inevitably not always sensible.
Does the plan differentiate between tasks to be done in class and tasks to be done elsewhere?	Yes.
Has any time been allowed in case things go wrong?	No.
Have interim checkpoints been identified and have they been used?	No.
Do you think that the initial plan was agreed with the student's 'line manager'?	Unlikely.
Tracking and monitoring	
Has the plan/diary been used to track progress?	Yes.
Is there any evidence of monitoring (identifying and dealing with problems)?	No.
Has the plan/diary been altered to take account of changing circumstances?	No.
Has the plan/diary been used throughout the project?	Yes, a bit.
How well does the plan/diary 'tell the story' of the project?	It doesn't.
And finally	
How much guidance did the student need to create the initial plan?	Limited guidance.

Strand (a) Plan and manage the project

How much guidance did the student need to use the plan to help them manage the project?

Limited guidance.

Barry would have benefited from more help at the start to create a workable plan.
He achieves 2 marks for this strand.

Strand (e) The eportfolio	
How easy is it to find the way in?	Easy.
Do the project outcomes 'hit you in the face' when you open it?	No.
Does it have a logical structure? How easy is it to navigate and locate items of evidence?	Yes, it very easy to navigate.
Does it conform to the technical specification - size and file formats?	Yes.
Is the layout clear?	Yes, very.
Do all the links work?	Yes.
Are there links to all the required evidence?	Yes.
Is the evidence appropriately presented?	Yes.
Do the context pages 'fill in the gaps', i.e. tell us things we can't infer from looking at the evidence?	Yes, there are some very helpful comments, but they would have benefited from being spell checked and proofread.
Are the font and colour scheme conducive to on-screen viewing?	Yes, the colour scheme is very effective.
What can you infer about the extent and effectiveness of testing?	Reasonable testing can be inferred. The eportfolio is functional and consistent, although there is a lot of scrolling in places.
And finally	
How much guidance did the student need for this strand?	Significant guidance.
What degree of SoAP is demonstrated (limited, some, reasonable, good)?	Some.

Barry needed guidance, but has demonstrated some awareness of audience and purpose by producing a basic eportfolio that allows access to most of the required evidence using the Moderator's Toolkit. He has included some appropriate comments introducing the evidence. He achieves 4 marks for this strand.

Strand (f) End of project review	
Does the review include some relevant comments about the products?	There are some helpful comments in the review and in the eportfolio.
Does the review include comments on the underlying processes and on their own performance?	The section on own performance refers to the survey.
Is it realistic? How close is it to your view of the project?	It is variable.
And finally	
How much guidance did the student need for this strand?	Limited guidance.

Barry needed limited guidance, but has made some relevant comments about most of the graphic products and other aspects of the project. He has included some suggestions for improvement. He achieves 3 marks for this strand.